



**WESTERN ROAD COMMUNITY PRIMARY
SCHOOL
Year Two Curriculum Map 2024 - 2025**



	Term One	Term Two	Term Three	Term Four	Term Five	Term Six
Topics/ Trips	Top gear Brooklands motor museum	Ice Nativity Shackleton man	Great fire of London Set houses on fire/fire engine	Incredible India Dance workshop Diwali Day	Into the woods Wakehurst place	Weather, water and where I live Railway land River walk
Maths	Place value Addition and subtraction	Addition and subtraction	Money Multiplication Division	Division Fractions Shape Statistics	Time Problem solving Length height weight volume temperature	Revision from SATs results
English	Mrs Armitage stories Brooklands trip recount Amelia Earhart non fiction	Emporer's egg non-fiction story Diary entries Ernest Shackleton Autumn/Winter poems	Instructions Newspaper reports Fire poems	Comic books – chapatti moon Tiger Child story Recount	Stories – little red reading hood Diary entry as wolf Cupcake instructions	Non-fiction weather reports Story – lighthouse keepers lunch/water droplet Water poems
Science	Everyday materials - Seasons – what change can we see in Autumn - Identify materials of different parts of car and properties - Identify what materials objects are made of and why they are suitable - Suggest reasons why a material would not be a good fit for a particular object - Which material would be the	Living things and their habitats - Seasons – what changes can we see in Winter? - Explore ice and how things that will change its state - Features of a polar habitat - What is a living thing MRS GREN - Basic needs of survival - How are animals suited to survive in polar habitat? - Create own living thing suited to a particular habitat	Everyday materials and Healthy living week - What keeps us healthy - Germs experiment - Identify materials used in great fire of London and why they weren't suitable, suggest materials that are - Look at permanent and non permanent changes of materials - How can we change a materials properties? – make bridges out of paper	Animals including humans - Animals and their young - Identify animals in Indian habitat compare to polar regions and UK - Compare life cycle of mammal, birds and humans - What do living things need to survive - Food chains	Plants -	Animals Recap the seasons and Weather patterns

	best for Mrs Armitage helmet?	- Life cycle of a penguin				
	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular use	- Explore and compare the differences between things that are living, dead, and things that have never been alive - Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other	- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. - Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular use - Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	- notice that animals, including humans, have offspring which grow into adults - Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) - Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	- Observe and describe how seeds and bulbs grow into mature plants - Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. - Identify and name a variety of plants and animals in their habitats, including microhabitats Living things and their habitats – comparison time of year	
Phonics	Unit 27-30 sounds write	Unit 31-34 sounds write	Unit 34-37 sounds write	Unit 38-42 sounds write	Unit 43 – 46 sounds write	Unit 46 – 49 sounds write
Art and Design/DT	Make cars using mechanisms - To use a range of materials creatively to design and make products - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	Printing Printing with objects, mono prints, stencils, press printing to create posters about climate change	Paper mache houses to burn Using various techniques to create fire pictures	Indian art – patterns - To use a range of materials creatively to design and make products - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	Sunflowers Van Gogh - lines and marks, tone, shape and texture - Painting – colour mixing - shades and tones – textures - Artist study – craft makers, artists or designers. - Similarities and differences, links to own work	Weather art To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
PSHE	Setting rules Team work Zones of regulation	Health and well being Emotions	Safety	Citizenship	Health and well being (washing	RSE/transition sessions

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Computing	Programme cars - Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions - Create and debug simple programs	Using the internet safely - Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	Create films documenting the events of GfOL - Use technology purposefully to create, organise, store, manipulate and retrieve digital content - Recognise common uses of information technology beyond school	Use word to create posters and holiday leaflets - Use logical reasoning to predict the behaviour of simple programs - Use technology purposefully to create, organise, store, manipulate and retrieve digital content	Code own games using fairy tale creatures - Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions - Create and debug simple programs	Input data and create graphs - Use technology purposefully to create, organise, store, manipulate and retrieve digital content - Recognise common uses of information technology beyond school
History/Geography	History – transport through the ages/ Amelia Earhart - Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods	Geography – compare UK to Polar regions - Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles - Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country History – Ernest Shackleton - The lives of significant individuals in the past who have contributed to national and international	History – The Great Fire of London and The Plague - Events beyond living memory that are significant nationally or globally	Geography – Worlds continents/map work - Name and locate the world's seven continents and five oceans - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage - Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map	Geography – key features - Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Geography – local environment - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key - Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas History – local event (flood)



achievements. Some should be used to compare aspects of life in different periods

- Significant historical events, people and places in their own locality.

Music	- Charanga – Friendship song - Use their voices expressively and creatively by singing songs and speaking chants and rhymes - Play tuned and untuned instruments musically - Listen with concentration and understanding to a range of high-quality live and recorded music - Experiment with, create, select and combine sounds using the inter-related dimensions of music	Nativity songs - Use their voices expressively and creatively by singing songs and speaking chants and rhymes	Music in 1666 compared to now - Listen with concentration and understanding to a range of high-quality live and recorded music - Experiment with, create, select and combine sounds using the inter-related dimensions of music	Music from around the world - Use their voices expressively and creatively by singing songs and speaking chants and rhymes - Play tuned and untuned instruments musically - Listen with concentration and understanding to a range of high-quality live and recorded music - Experiment with, create, select and combine sounds using the inter-related dimensions of music	Hands, feet and heart (Charanga) - Use their voices expressively and creatively by singing songs and speaking chants and rhymes - Play tuned and untuned instruments musically - Listen with concentration and understanding to a range of high-quality live and recorded music - Experiment with, create, select and combine sounds using the inter-related dimensions of music	Reflect, rewind and replay (charanga) - Use their voices expressively and creatively by singing songs and speaking chants and rhymes - Play tuned and untuned instruments musically - Listen with concentration and understanding to a range of high-quality live and recorded music - Experiment with, create, select and combine sounds using the inter-related dimensions of music
	Dance – travelling Real PE scheme	Gymnastics – frozen Real PE scheme	Yoga Real PE scheme	Dance – Different traditional styles Real PE scheme	Gymnastics – fairytale routines Real PE scheme	Yoga Real PE scheme
	Judaism Synagogues and worship (RE today) · Where do Jewish people worship? · Comparisons to churches · What is a synagogue like? · What is special to Jewish people?	Christianity Christmas (TES) · Why do we give gifts at Christmas? · Symbolism of Christmas · Nativity story (link to a real nativity)	Christianity & Judaism Believing (Babcock) · What does it mean to believe? · Special people · Psalms · King David	Christianity Easter (U.C) · What is the ‘good news’ that Jesus brings? · Resurrection · Waterbugs and Dragonflies story By Doris Stickney – links to resurrection Judaism	Christianity & Judaism Symbols (Babcock) · How is food used as a symbol? · Light as a symbol · Baking Matzoh or challah bread · Symbols in a synagogue/ church	Celebrations (Rotherham) · Symbolism of Shabbat · Pesach · Family · Rest and peace
Spellings	Improve Pass Could Fast Sure Only Should Class Money Mrs	Cold Wild Christmas Mind Both Because Kind Move Many Again busy	Door Poor Everybody Would Great Past Eye Break Old people	Child Pretty Parents Gold Beautiful Children Father Steak Whole Half clothes	Grass Sugar Find After Plant Path Climb Prove Mr Any told	Most Hold Even Floor Last Bath Hour Behind Water Every who

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